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ABSTRACT

These conference proceedings provide summaries of remarks and two papers presented and reports of 12 seminars. The papers summarized are "Fourth Revolution-Challenge to the Community College" by Dr. Phil C. Lange and "Criterion Referenced Instruction" by Dr. Robert F. Mager. The 12 seminar topics were: Open Door, Not Revolving Door; New Role of Instructor; Student Placement and Achievement Measures; Management by Objectives; Learning Laboratories; Individualized Instruction; College without Walls; Facility Planning; Instructional Design Systems; Integrated Learning Resource Center; Performance Objectives; and Curriculum engineering. For each of the seminars, the major issues discussed, problems and pitfalls, outcome of discussion, and recommendations are reported, and a summary is provided. The conference participants are listed, and the Committee for Bergen Community College is named. (DB)

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CCAIT

Community College Association
for Instruction and Technology

FALL NATIONAL CONFERENCE on INSTRUCTIONAL ASSESSMENT

NOVEMBER 9, 1973

Bergen Community College

JC 740 099

Implications of Innovation in Instruction

Summary Report

published by

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The Community College Association for Instruction and Technology held its Fall National Conference on Instructional Assessment for the eastern region at Bergen Community College, Paramus, New Jersey on November 9, 1973. The theme for this year's conference was "Implications of Innovation in Instruction." A similar conference was held at Waukesha County Technical Institute, Pewaukee, Wisconsin.

More than 100 educators, from 11 states, attended the conference at Bergen Community College. Dr. Robert F. Mager was the featured speaker via videotape and direct telephone hook-up. In his talk, "Criterion Referenced Instruction," he urged the participants to encourage innovation in their institutions. A lively discussion followed his videotaped presentation via a telelecture.

The keynote speech, "The Fourth Revolution -- Challenge to the Community College" was delivered by Dr. Philip Lange of Columbia University. Dr. Lange emphasized the innovative role the community college plays in American education. A number of seminars on topics of interest also highlighted the conference.

The Community College Association for Instruction and Technology is a national organization of educators interested in discovering and disseminating information concerning the problems and processes of media and technology in the community and junior college teaching-learning environment. One of CCAIT's major goals is to facilitate the exchange of appropriate data, reports, and information pertinent to media and related instructional problems. This is accomplished in many ways including regional conferences, affiliation with the Association for Educational Communications and Technology, AECT Convention special sessions, and the publication of occasional papers, topical reports, and a newsletter.

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AGENDA

A.M.

8:30 - 9:15 REGISTRATION AND COFFEE IN FACULTY DINING ROOM

9:15 - 11:30 GENERAL SESSION

Dr. Sidney Silverman - President, Bergen Community College
Dr. John H. Carmichael - CCAIT Eastern Vice-President
Dr. Phil C. Lange - Columbia University - Dept. of Education
"The Fourth Revolution-Challenge to the Community College"
Dr. Robert Mager - Mager Associates - "Criterion Referenced Instruction" via videotape and telelecture

11:00 - 12:30 SEMINARS IN THE LIBRARY AND LEARNING RESOURCE CENTER

Open Door - Not Revolving Door - Prof. Louis Piccininno, Coordinator of Developmental Programs, Bergen Community College
New Role of Instructor - Dr. George Charen, Dean of Instruction, Bergen Community College
Student Placement and Achievement Measures - Prof. Scott Drakulich, Director of Testing, Essex County College, Newark, New Jersey
Management By Objectives - Prof. Zenon Sheparovych, Director of Learning Resource Center, Essex County College, Newark, New Jersey
Learning Laboratories - Mr. Robert Kirchherr, Coordinator of Media Production, Bergen Community College
Individualized Instruction - Dr. W. Robert Krall, Academic Dean, South Central Community College, New Haven, Connecticut
College Without Walls - Dr. Arnold Fletcher, Vice-President Academic Affairs, Thomas A. Edison College, Trenton, New Jersey

12:30 - 1:30 LUNCHEON IN FACULTY DINING ROOM
1:30 - 2:30 BUILDING TOURS STARTING IN FACULTY DINING ROOM
2:30 - 4:00 SEMINARS IN LIBRARY AND LEARNING RESOURCES CENTER

Facility Planning - Mr. Arthur Fellner, Construction Coordinator, Bergen Community College
Student Placement and Achievement Measures - Prof. Scott Drakulich
Open Door - Not Revolving Door - Prof. Louis Piccininno
Instructional Design Systems - Dr. Robert Spellman, Associate Dean for Instructional Development, Essex County College, Newark, New Jersey
Integrated Learning Resource Center - Prof. David Jenkins, Media Utilization, Prof. James Cremona, Head of Circulation and Distribution, Bergen Community College
Performance Objectives - Prof. Otto J. Blumenstein, Educational Development Specialist, Central Piedmont Community College, Charlotte, North Carolina
Curriculum Engineering - Prof. Miles MacMahon, Director of Natural and Applied Science, Essex County College, Newark, New Jersey

4:00 - 5:00 WRAP-UP AND COFFEE IN FACULTY DINING ROOM

C.C.A.I.T. CONFERENCE
REPORT ON THE GENERAL SESSION November 9, 1973

DR. SIDNEY SILVERMAN, PRESIDENT BERGEN COMMUNITY COLLEGE

Dr. Silverman was introduced by Professor Peter Helff, Acting Chairman of the Library and Learning Resources Department. Dr. Silverman extended greetings to the conference members on behalf of the Board of Trustees, and explained briefly the educational philosophy of Bergen Community College. He stressed that the attitude at Bergen Community College toward instructional technology is reflected in the placement of the Library and Learning Resource Center at the hub of our campus. He further, expressed his desire for the conference to be a learning experience, not only for those attending as visitors, but also to those attending from the Bergen Community College faculty.

DR. JOHN CARMICHAEL, EASTERN VICE-PRESIDENT C.C.A.I.T.

Dr. John Carmichael thanked Dr. Silverman, and acknowledged the individual contributions of Peter Helff, David Jenkins, George Charen, and others who worked to help make the conference possible. He explained the purpose of C.C.A.I.T, which is to share information and disseminate ideas about instructional technology on the community college level. Dr. Carmichael then introduced and gave a brief biographical sketch of the keynote speaker, Dr. Phil Lange of Columbia University.

DR. PHIL C. LANGE - PROFESSOR-DEPT. OF EDUCATION-COLUMBIA UNIVERSITY
"THE FOURTH REVOLUTION-CHALLENGE TO THE COMMUNITY COLLEGE"

Dr. Lange stressed that the "new" educational technology is basically humanistic in its approach to learning. The goals of educational institutions are to enable more people to live lives that are socially constructive and self-fulfilling. The techniques used must work for the people, not against them. Dr. Lange sees the community college as fulfilling the need for an alternative school system. In the American educational system where, historically, all innovation has been done on the lower levels and then percolated to higher education, the community college must take a leadership role in alternative education.

The "Fourth Revolution," according to Dr. Lange, is that of instructional technology; the electronic paraphernalia, such as radio and television that has been adapted for educational purposes. In order to use this paraphernalia to the utmost, it is necessary to examine and utilize enough support systems. Most of the problems connected with instructional technology stem from inadequately trained personnel, and faulty installation. If support systems for these problems can be developed, as well as systems for accountability and modification of the product, then the technology is being used properly. Dr. Lange said, unless all of these support systems are examined and implemented, the new technology will not succeed in its instructional goals. It is up to the community colleges to meet the challenge for change of this "Fourth Revolution."

DR. ROBERT F. MAGER - MAGER ASSOCIATES - "CRITERION REFERENCED INSTRUCTION"

Dr. Mager discussed the techniques of instructional technology, implications of their application, their application, and some suggestions for action. He first pointed out the availability of a number of procedures that can be used to make instruction better. For example, American Institute for Research redesigned a course in first aid for the Telephone company. It was a little too long, and they wanted a shorter course that did as well as the old one. They redesigned the course, but it didn't work as well as the old course, it worked better. In fact it worked so much better, that the least competent person of the new course performed better than the most competent person of the old course. There was no overlap in the performance distribution. There's an example of the instructional power that's available.

Another example, from A.T. and T.

A course in electronics was redesigned. The old course was ten weeks long. As a result of just applying the results of the analysis techniques, goal analysis, task analysis, critical incident analysis, and target population description, they found that the course reduced in length from ten weeks to four weeks. A full sixty percent reduction. Then when they applied the innovations that had to do with the management of instruction, they found that the course now is reduced to an average of two weeks. The old course that was five times as long as the new one, didn't work nearly as well. The company reports saving twenty four million dollars on that course over the last five years.

Dr. Sam Postlethwait, at Purdue University, has redesigned his course in Botany into a "criterion referenced course," one designed for mastery learning. As a result, students find themselves performing better in less time. More than fifty percent of Sam's students learn all of the objectives that he feels it reasonable for them to learn. More than fifty percent of them have to be given an A. This is an individualized course with 500 students. This is another example of innovation in action.

Dr. Mager's second topic - "Implications of Innovation"

In a Mager course, teaching management of a criterion referenced or mastery learning, all of the instructional units are designed around the objectives of the course. There are thirty eight objectives, and thirty eight instructional units. On the first day of the course, the student is given a course map. With this map, he can see the relationships between each of the units of the course, and he knows how to sequence his own instruction. Once he reads the objectives, associated with the module which he is going to study, he goes to the reference shelf, and selects references which are relevant to that module. Then he gets down to work.

He can work individually, or with another person, or he can work with a small group of individuals. This decision is up to him. When he is ready, he asks for the criterion test which is associated with that unit of instruction. If he is competent, he is then certified by the course manager and encouraged to move on to the next instructional unit.

If he is not yet competent, then his problem is diagnosed, and he is given more instruction, until he can perform as desired.

What are the implications of this kind of instruction? Dr. Mager pointed out that the instructor now becomes an instructional facilitator - a learning facilitator - a diagnostician. As a matter of fact, the instructor spends most of his time with individual students and with small groups. Not only does he take care of the aforementioned, but additionally he has to keep track of the control documents and the progress of each student every day. Though the students may all be doing something different, he knows where each one of the is. The student works at his own pace. He has a great deal to say about how he will learn, and about how long it's going to take him. He has the freedom to get absorbed in the subject. He can work alone, or he can work with others. However, he works until he can perform as desired, rather than until the bell rings.

Dr. Mager's third topic -"What sort of things should we be doing as we innovate?"

Dr. Mager presented three brief suggestions:

Innovation is not an end in itself. His first suggestion, was to keep perspective, and do that by reminding each other that innovation is a means to an end. The thing to do is "don't make it new, make it work."

Second suggestion: Innovations are worthwhile only if they do work; so the second suggestion is to keep testing, keep trying to measure the effectiveness of innovation.

Finally, keep smiling. Dr. Mager stated that he did not mean to utter a nice little platitude. What he was illustrating is, reinforcing success. When your colleague is doing something to make his instruction better, pat him on the back.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1973

NAME OF SEMINAR: Open Door - Not Revolving Door

DISCUSSION LEADER: Professor Louis Piccininno, Coordinator of Developmental Programs

RECORDER: Nancy Mayers, Bergen Community College, Paramus, NJ, Student

MAJOR ISSUES DISCUSSED

1. Programmed Instruction
2. Visual Aid Resources
3. Student Deficiencies
4. Helping Students Help Themselves

PROBLEMS AND PITFALLS

I. When should programmed instruction be employed?
II. How can mediated instruction be most helpful?
III. What is the role of the M.U.A. in the classroom?

OUTCOME OF DISCUSSION

I.

A. There should be a matching of student and instructional approach. Programmed material should be at the student's instructional level; he should be able to perform the tasks without an instructor's aid.

B. Students should be informed of the purposes of the programmed and/or mediated instruction before a program is assigned.

C. Programmed and/or mediated instruction helps promote internalized controls.

II.

A. A continuing problem in remediation is the depth of general information possessed by students who have not been "readers."

B. Mediated instruction is extremely useful for information "inputting."

C. Remedial programs should utilize non-print information sources and then follow up with print sources.

D. Non-print approaches can reduce failure attitude toward print material.

III.

A. The Media Utilization Advisor should be an integral part of the classroom.

B. The M.U.A. should be considered as a team instructor.

C. Instructional opportunities should be provided for the M.U.A. in the classroom.

SUMMARY

All of the topics discussed in this group were both informative and interesting. More teachers of today's colleges are concerned with the students and how they can improve the students' faults to make the students want to improve themselves.

Visual aids play an important part in the improvement of students. Faculty are beginning to realize that by the use of these learning aids, the students are really trying to improve themselves. By giving the students this opportunity to make corrections for themselves, colleges are actually creating better students and more efficient people.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1973

NAME OF SEMINAR: The New Role of the Instructor

DISCUSSION LEADER: Dr. George Charen, Dean of Instruction, Bergen Community College

RECORDER: Robin Mather, Student, Bergen Community College

MAJOR ISSUES DISCUSSED

1. Independent study - allows the student to design and carry out a special project in cooperation with a faculty member on a faculty-student contractual basis. Many community colleges are introducing this technique.

2. Teaching of inmates in prisons - this is a very difficult program to implement. Dean William Galton of Mercer County Community College described their PEN (Prison Education Network) curriculum.

3. Leonard Edwards discussed the cooperative program between high schools and LaGuardia Community College.

4. Computer Assisted Instruction (CAI) - a student can receive instruction in a meaningful sequence, tailored to his own ability level and can progress at his own rate. Very good for skill development and practice all the way up to simulation of clinical symptoms for training medical specialists.

   Bergen Community College uses the computer in Accounting and Science. Computer gaming used in the Business Department. Bergen Community College is now tying in with EIS (Educational Instructional Systems) at Rutgers University.

5. Faculty development of radio and TV programming.

6. Use of resource people on the telecommunications system is a very effective addition to the classroom and its cost is not prohibitive.

7. Number of older students in class and home teaching is growing. Persons over 65 are being granted free tuition and receive degree credit.

8. Open door policy and its effect.

9. Learning for mastery-systems teaching.

10. Auto-tutorial courses.

11. Programmed instruction.

12. Dr. Charen described the features of the audio-active laboratory at Bergen Community College.

13. Keller Modular Plan in Physics.

14. Credit by examination.

15. The teacher as an experimenter. More faculty should become involved in research designed to improve instruction. Much of such research is not of good quality. Federal money is available for research.

16. Adjunct faculty members difficult to incorporate into the life-stream of the College.

17. Team teaching.

PROBLEMS AND PITFALLS

A common problem of great concern is the role of the adjunct faculty. What kind of incentives can be used to involve the adjunct faculty with the College and with in-service programs for faculty? Because their major allegiance is elsewhere, most adjunct faculty find it difficult to identify with the college they are serving. Requiring them to attend regular faculty meetings is unrealistic.

Most faculty members in community colleges do not have the time for extensive research. As they become involved in research they grow more conscious of the students as learners. They begin to make finer discriminations among students, are more sensitive to student needs, and are more flexible.

OUTCOME OF DISCUSSION

Faculty should use a variety of teaching methods to enhance the learning process and make courses more interesting. The multi-media approach is beneficial.

Everyone agreed that the relationship between community colleges and high schools should be looked at more closely and contacts should be increased.

The role of the adjunct faculty should be improved so they can become more greatly involved on all levels.

RECOMMENDATIONS OF GROUP

Live TV beamed into high schools which offer college courses taught by a college professor could result in closer liaison between the college and high school.

A middle school, a five-year school designed to provide college facilities and opportunities to high school students is recommended for some areas. Students would receive high school diplomas and Associate degrees.

Adjunct faculty should be encouraged to attend regular department meetings.

This procedure used at Bergen Community College for more involvement of adjunct faculty works well, and is well attended:

1. Orientation meetings held in September and February for all adjunct faculty, new and old.

2. Individual discussions are held with each adjunct faculty worker.

3. Returning adjunct faculty receive an address on some educational, philosophical topic.

4. The group breaks into individual seminars according to discipline with the department chairman and one or two senior faculty.

SUMMARY

The role of college faculty has changed and is changing considerably. More emphasis is being placed on individualized instruction and the formulation of clear, behavioral objectives. The use of multi-media and auto-tutorial approaches is increasing. Bergen Community College stresses the supportive role of multi-media and other instructional resources but not with the view to replacement of the instructor in the classroom.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1974

NAME OF SEMINAR: Student Placement and Achievement Measures
Morning Session

DISCUSSION LEADER: Professor Scott Drakuluch, Essex County College, Newark, NJ

RECORDER: Janet Whalen, Student, Bergen Community College

MAJOR ISSUES DISCUSSED

1. Practical ways pertaining to the evaluation of tests for placement.
2. Two major types of placement tests used and procedures used for each.
   a. CGP
   b. ACT
3. Get faculty more involved. Supplement original placement tests with a criterion referenced Test Out Program.

PROBLEMS AND PITFALLS

1. Problem of discrimination of ability when too many students rank in bottom half of placement test.
2. Try to get faculty to make up tests to be used for testing purposes. Faculty sensitivity is very important here.
3. It does not work to use a national standardized placement test to place students in specific reading courses. This is due to the fact that most national standardized tests are not diagnostic enough.
4. Placement tests in general cannot be used to predict attrition. It is difficult to classify a drop-out because there is a wide range of reasons why students become attrition casualicies.
5. How to get students to take the placement tests.

OUTCOME OF DISCUSSION

The purpose of this discussion was to find out what methods of placement other schools were using and how effective they had been. Each representative has his or her own theory. Therefore, no solution to the discussion was obtained. The advantage was only the exchange of ideas.

RECOMMENDATION OF GROUP

The recommendation of the group was not unified. Some felt that SAT scores and high school grades were still reliable; especially when other types of placement tests failed. Other types of tests recommended were the CGP and the ACT.

All participants seemed in agreement that faculty should be more involved in the placement test process.

SUMMARY

One cannot really say which placement program is best because it depends on the institution using it.

The key factor is to have a double program--not only a tie-in with some kind of national standards, but also a testing program where you involve the faculty. This type of program can be valuable.

Equally important as having an adequate testing program is to give the student feedback. The combination of a student sensing communication, and a teacher doing a meaningful job should prove successful.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1973

NAME OF SEMINAR: Student Placement and Achievement Measures-Afternoon Session

DISCUSSION LEADER: Professor Scott Drakuluch, Essex County College

RECORDER: Janet Whalen, Student, Bergen Community College

MAJOR ISSUES DISCUSSED

1. ACT - placement testing designed for a four year school.
2. CGP - placement testing designed for a two year school. Also made easier.
3. Role of faculty in aiding placement testing.
4. Developmental programs for those students who need it.

PROBLEMS AND PITFALLS

1. Faculty must be agreeable in wanting to help.
2. Student should be able to find a test when he wants one.

OUTCOME OF DISCUSSION

When a student needs developmental help it is necessary to use his high school records and a personal interview.

A program should be developed for the student's needs and he should be able to find a test when he wants one.

RECOMMENDATION OF GROUP

It was found that it is important that the faculty make up the tests to be used for placement testing.

When analyzing the student, you should use high school records and a personal interview. Test scores should be considered last!

SUMMARY

In comparing the CGP and the ACT placement tests, the CGP is geared toward a two year school. It also has other matter besides Math, English, and reading, such as interest, nonverbal, and academic motivation. The CGP also seems to have produced less error in placing students.

It is very important to develop a program to fit the needs of the student and that is one problem still being worked on.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1973

NAME OF SEMINAR: Management by Objectives

DISCUSSION LEADER: Professor Zenon B. Sheparovych
Director of Learning Resources Center
Essex County College, Newark

RECORDER: Marian Breese, Student, Bergen Community College

MAJOR ISSUES DISCUSSED

1. The basic principals of the Management by Objectives system.
2. Presenting conditions which lead to initiation of the system.
3. Discussion of the origins of the Management by Objectives system.
4. Description of different types of objectives and their purpose.
5. An evaluation of the system and summarization of the findings.

PROBLEMS AND PITFALLS

Professor Sheparovych explained how centralized authority vested in one person, who plans, organizes, leads and controls subordinate workers, leaves no room for self-motivation. In a system such as this, there is no credit given to subordinates, no delegation of authority, no participation in management, and no individual reinforcement for a job well done. The Management by Objectives system does not have these pitfalls. The problem lies in getting people to use it. As Professor Sheparovych pointed out, the principals of this system were known for a long time, but not used until about twenty-five years ago, and mostly by business and industry.

Can MBO be successful in an organization where only one division is using it? This question was put before the speaker. His answer was that in such situations many problems arise, however, the system also offers many benefits and therefore, it is worth trying. Sometimes when the MBO system is applied in one division only and is successful, it might catch in the whole organization.

OUTCOME OF DISCUSSION

Professor Sheparovych gave the participants in his group a well-planned, well-organized explanation of the Management by Objectives system by reference to experts in the field and personal experience as the initiator of the system in Essex County College's Learning Resources Center.

The members of the group came away with an understanding of the four basic principals of the system:

1. The introduction of a planning system which would guide the organization toward preset goals.
2. The decentralized decision-making process.
3. Setting up performance standards.
4. Measuring individual performance.

RECOMMENDATION OF GROUP

Most members of the group were in favor of the system. The major question, however, seemed to be how you fit the objectives of your supervisors in an already full plan. It was realized that all objectives must be merged with specific objectives of department heads. In evaluation meetings, at the end of the time-period allotted for the achievement of objectives, the progress should be discussed and it should be ascertained if the objectives were realistic, and if not, why not.

SUMMARY

The findings of Professor Sheparovych relating to the use of this system indicate that there is improved planning through more cooperation at all levels of work. Decentralized decision-making, and delegation of authority create motivation for achievement and inducement for creative ideas. Not only is there an increase in individual responsibility at the lower levels, but there is a distinct improvement in the director's performance.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1973

NAME OF SEMINAR: Learning Laboratory

DISCUSSION LEADER: Mr. Robert Kirchherr, Coordinator of Media Production, Bergen Community College

RECORDER: Linda Palomba, Student Bergen Community College

Prior to the discussion, the participants were taken to the Audio Active Laboratory where they listened to a twenty minute tape recording consisting of two major topics:

1. The general concepts of Bergen Community College's Audio Active Lab
2. The application of the concepts to actual usage.

Each participant was given an instruction booklet for the carrels.

MAJOR ISSUES DISCUSSED

1. The Bergen Community College Audio Active Laboratory and how it meets the requirements of individual students.
2. The advantages of the students progressing at their own rate.
3. The advantages of individualized instruction.
4. The time and inefficiency involved in moving the audio equipment from room to room.
5. How much the Audio Active Laboratory is used during the day.
6. The departments that regularly use the Audio Active Laboratory are: Foreign Languages, Fine Arts, and Nursing.
7. The use of the Audio Active Laboratory by other departments for instruction as well as tutoring.
8. The use of cassettes for home or library use.
9. The simultaneous use of the laboratory by six instructors and seventy students, in any combination.

PROBLEMS AND PITFALLS

1. With the use of cassettes, there is no chance of immediate interchange between student and instructor. With cassettes there is no chance for immediate correction.
2. The Audio Active Lab cannot be used without a trained technician or member of the staff present.
3. There is a lack of money for more trained personnel.

OUTCOME

It was agreed upon that any type of audio is costly. It takes a big investment of time, money, and personnel to do the job well.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1973

NAME OF SEMINAR: Individualized Instruction

DISCUSSION LEADER: Dr. Richard Krall, Academic Dean,
South Central Community College
New Haven, Connecticut

RECORDER: Catherine Burke, Student, Bergen Community College

MAJOR ISSUES DISCUSSED

Media by itself has limitations in the instruction of the students. The human element of a warm, sympathetic, and understanding body is needed to encourage the student.

The job of managing the whole process is very difficult. This type of instruction is not on a one to one relationship, but a variety of techniques are used. Some think this is dehumanizing, but on the contrary, it is more dehumanizing when we teach without caring enough for the development of the student's potential. The use of the IRC (Instructional Resource Center) helps.

Students must be encouraged to make use of the IRC and those specialists who are available. Most IRC's lack sufficient equipment due to an economic problem.

Copyright seems to be a big issue. Most schools violate the law.

Student deficiencies in English, reading, and math present great difficulty in teaching and in the use of IRC materials.

PROBLEMS AND PITFALLS

Some courses are not completely understood by the student at the beginning of the semester. This presents problems throughout the whole learning process and causes some to lag behind.

The grading system of A, B, C, & D is a trap that most of the teachers fall into. There is a quest for another way. The use of Incomplete was preferred over the Failure because the latter tends to demotivate the student more.

How do you get the student to pass the Criterian Test when he has already failed so many times? The encouragement must keep coming. Is the actual instruction adequate? Is the instructor to blame for poor grades? How do you get the student interested in the topic? Is it actually a question of hunger for learning?

How much anxiety can a student take? What happens to the student who has the problems of a family, job, and other responsibilities and does not have the time to spend on outside work required?

How do you get the student to go to the IRC or specialist involved? He must go on class time and not his own.

Most teachers assign books to read that are college level material. They find students do not read them because they are still reading on the sixth grade level. Yet, the instructor insists that the same book be read by all.

In curriculums such as the secretarial, how do you teach a skill like steno to a person who speaks another language? What IRC help do you give them?

OUTCOME OF DISCUSSION

Most of the questions remained unanswered, but many were eager to contribute some worthwhile suggestions and examples. There was genuine interest in this topic, but not enough time to arrive at any real conclusions. The problem of Individualized Instruction is an overwhelming one. It will take tremendous strides and much time to reach any conclusions that will be accepted by a majority of teachers.

CCAIT Conference
Seminar Report

November 9, 1973

NAME OF SEMINAR: Wild Card Seminar: College Without Walls

DISCUSSION LEADER: Dr. Arnold Fletcher, Thomas Edison College, Trenton, N.J.

RECORDER: Janet McAuley, Student, Bergen Community College

MAJOR ISSUES DISCUSSED

1. Non-Traditional Learning
2. College Without Walls devotes itself basically to adult learners
3. Learning conditions should be organized so that the total resources of the community and other means of learning are utilized in a much less structured way.
4. References cited:
   Exploration in Non-Traditional Study
   The External Degree
   Diversity by Design
   Increasing the Options
5. Various modes of achieving the external degree at Edison College:
   a. By examination and testing:
      CPEP tests (College Profficiency Examination Program)
      CLEP tests (College Level Examination Program)
      CASE (Commission for Accreditating of Service Education)
   b. By "Special Assessment":
      Individual evaluation of student's independent study. Group assessment of non-credit courses, in-service training seminars, and the like.
   c. Regular courses in traditional setting:
      Transcript evaluation of previous course work. Enrollment in courses in any N.J. college offering program related to student's degree major.

PROBLEMS AND PITFALLS

1. Provide diversified ways of meeting the needs of the adult student
2. New operations are usually looked upon with some negativism
3. Not yet fully accredited by Middle States
4. This program can introduce students to a failing situation

OUTCOME OF DISCUSSION

1. The Edison Academic Policy Committee
   a. Representatives from N.J. two- and four-year public and private colleges
   b. Educational categories represented:
      liberal arts
      business and career programs
      testing and assessment
      instructional resources
2. No instruction provided by Edison; stress on coordinating and facilitating learning by counseling, evaluation and testing, credentialling, and resource information.

RECOMMENDATION OF GROUP

1. Accurate record keeping to follow up on the progress of the students
2. Contract learning
3. Well-developed advisement system
4. Close working relationships with community and state colleges
5. Adult students need a great deal of assurance

SUMMARY

This is a new concept designed to help people interested in earning a degree find the means to do so. The student is evaluated by various means and given credit for his knowledge. Information is then available as to what schools to attend to complete the degree requirements.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1973

NAME OF SEMINAR: Facility Planning

DISCUSSION LEADER: Mr. Arthur Fellner, Construction Coordinator, Bergen Community College

RECORDER: Rita Palomba, Student, Bergen Community College

MAJOR ISSUES DISCUSSED

1. The expanded use of learning facilities at Weschester Community College.

PROBLEMS

1. All rooms were not designed for the present specific needs of the students.
2. Information lacking from architects and engineers, on the method and expense of reducing noise levels between rooms.
3. Unable to obtain a variety of products to alleviate interference problems such as lighting and noise.
4. Maintenance of equipment.
5. Complications of preparing specifications for the purchase of electronic equipment.

OUTCOME OF DISCUSSION

A well-planned college never stops adding or supplementing its technical laboratory facilities. Additions should be made to existing installations as need is established. The faculty must be made aware of the facilities available at the college.

RECOMMENDATIONS (In making recommendations, Mr. Fellner also advised Mr. Taylor on the use and care of the technical equipment to be bought.)

Some specific recommendations:

1. Transfer discs to tapes. Use of multi-tape recorders.
2. Devise a system of cataloging cassette tapes.
3. Install adequate electrical outlets, systematically located.
4. Construct a central control room as an origin point for all electronic systems.
5. Implement cable raceways to facilitate the further expansion of the electronic system.

SUMMARY

Expanding the use of audio-visual learning facilities at Weschester Community College requires specific technical knowledge. Evaluating the problems that could occur in an installation such as at Bergen Community College should help Weschester Community College in efficient productive planning. Understanding the technical and functional aspects of the subject, Weschester Community College should be able to avoid many potential problems in its quest for a modern, flexible, learning reinforcement facility in their educational institution.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1973

NAME OF SEMINAR: Instructional Designs Systems

DISCUSSION LEADER: Dr. Robert C. Spellman

RECORDER: Lea Ann Rotar student, Bergen Community College

MAJOR ISSUES DISCUSSED

There has been general resistance to what some people call a systematic approach to instruction, primarily because it has been presented as the systematic approach, rather than as a systematic approach. This was the theme of the discussion.

Dr. Spellman emphasized the importance of planning, showing that there are a number of alternatives that can be utilized in designing, instruction, bringing together a variety of talents and skills of the faculty.

There are four basic steps in Instructional Design.

1. Objectives - for a course
2. Evaluation - self-evaluation, instructor evaluation
3. Planned activities of instruction
4. Analysis

Before these steps are taken, however, we must decide whom we are teaching. What are their strengths and weaknesses?

Teachers and faculty members should look at alternative teaching techniques as they go about searching for the best way to approach their classroom situation. This would be better than prescribing one approach, or the instructor always utilizing the method that is most comfortable to him.

Some of the teaching methods now in use are: lectures, debating, reporting, conferring, interviewing, drawing, problem solving, outlining, lettering, dramatizing, role playing, video tapes and photography. Photography is used as a stimulus for writing and for discussion. Media is not only audio-visual but also printed media, which can be used as alternatives in instructional design.

PROBLEMS AND PITFALLS

There are many traditionally oriented faculty. The lecture and text book method is the most utilized technique. Many would agree that teachers teach as they were taught, and most were taught by the lecture text book method.

Many students are coming to the campus with a wide variety of cultures. Cultural class distinctions exist right in the classroom.

Dr. Spellman defines a cultural class as a group of people who have different social values, behaviors and survival techniques. They are completely different from each other. A student who has grown up on Springfield Ave. in Newark has a completely different set of survival skills that he brings to the class, from a person in a higher social or economic level.

A third problem is that of the open door institution. People come in testing on the fifth, sixth, and sometimes seventh grade level. In Essex County College, the average age of a student is 29 years. Essex has veterans, dropouts coming back in, post graduates, and even grandmothers. We do not argue about where the student is, but rather prescribe the most comprehensive learning experiences to reinforce his academic survival.

The last problem is that until the student masters academic survival skills, he will not be able to master the content. Some academic survival skills include reading, writing, calculating, speaking, listening, test taking, skimming and scanning a book, note taking, and memory skills. When the aforementioned skills can be performed with a degree of proficiency, then content knowledge becomes much easier to teach. What Dr. Spellman proposes in serious remediation cases is to use content to teach skills. For example, if a student has a sincere and genuine interest in black history, design reading, writing, listening, and speaking learning activities that both develop the skills and promote the content. Try to choose an area where a course is offered. Then test the student on the content so that credit can be awarded in the area of interest.

OUTCOME OF DISCUSSION

LEPS at Essex is an individualized training program in instructional development for teachers. It is an assistance program that helps a faculty member develop specific units of instruction rather than an entire course. It shows an instructor all the alternatives that he can use in teaching the unit of interest. The teacher has to design instructional approaches and should look at alternative methods of instruction, alternative uses of media, and alternative evaluation techniques. This type of program could be started in other colleges.

Dr. Sidney Silverman pointed out at an earlier meeting during the day, that media is used as a support element to provide alternatives rather than being leaned upon as the mode or the only thing that will take this student through.

There are also individualized learning options. Some students might work well by themselves rather than in the classroom.

Here are options or alternatives which a teacher can use in designing learning experiences for students on an individual basis:

1. Read textbooks
2. Study reference books
3. Read non-fiction books
4. Refer to fiction books
5. Listen to records
6. Study periodicals
7. View film strips

Evaluating the student was the last topic to be discussed. Some alternatives to the standard written test are:

1. Interviews
2. Student self-inventories
3. Rating skills
4. Check lists
5. Ability tests
6. Performance tests
7. Questionnaires

RECOMMENDATION OF GROUP

No one really arrived at a recommendation. A few people asked questions. Some told of experiences that they have encountered at their colleges.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1973

NAME OF SEMINAR Integrated Learning Resource Center

DISCUSSION LEADERS Professor David Jenkins, Media Utilization, Bergen Community College
Professor James Cremona, Head of Circulation and Distribution, Bergen Community College

RECORDER Patricia Grana, Student, Bergen Community College

MAJOR ISSUES DISCUSSED

The main topic of the seminar was the integrated concept of learning resources at Bergen Community College. At Bergen, six main areas are involved in this integration:

1. The utilization of an integrated card catalog for bibliographic control of books and non-print material.
2. The circulation of all print and non-print materials from one location.
3. The distribution of audio-visual hardware from a central point to both students and faculty.
4. Advising the students and faculty in the use of all media through a team of Media Utilization Advisors (MUA's).
5. Production of various kinds of media for instructional purposes.
6. Engineering learning systems and repairing audio-visual hardware.

The integration of personnel was discussed. Most of the professional staff have training in both library and media. A great deal of student and faculty contact takes place. The Library and Learning Resource Center serves a college population of over 7,000 full and part-time students.

The MUA's spend about one-third of their time assisting faculty and students at the reference desk. The rest of their time is spent with faculty on instructional development and in giving library orientations. Some of the advantages to these multiple roles are:

1. The library gets feedback from the students concerning assignments and problems.
2. The MUA's develop subject specialties and a clientele of faculty and administrators. They are able to give personalized service in using and producing instructional materials.
3. The MUA's work with the teaching faculty to insure that the collection of print and non-print media meets the curriculum requirements.

The primary role of the media utilization team is to improve the teaching-learning process by promoting the effective use of learning resources.

PROBLEMS AND PITFALLS

1. What prevents AV material from being lost when lent out to students?
2. The teacher who gives abstract assignments.
3. The biggest problem of a number of the participants was getting faculty recognition and status at their own colleges.

OUTCOME OF DISCUSSION

The result of this seminar was to work towards greater integration involving the faculty and the students, better training programs and more specialized orientations. The exchange of ideas between participants made them aware of possible courses of action to achieve their desired goals.

RECOMMENDATION OF GROUP

Many of the participants suggested that the I.D. cards contain more information about the student, thus helping to eliminate lost AV equipment.

Another suggestion was to improve the technical knowledge of the staff so that they can better instruct the faculty and students.

Professional staff might facilitate the achievement of faculty status by working closely with members of the faculty.

SUMMARY

All ingredients needed for the integration of Media, AV and printed material were covered. Both facility and faculty integration is needed to achieve total integration. More training is needed for faculty and students in the workings of the library as a whole.

The group was in agreement that the marriage of Library and Media is now accepted. The area that needs more concentration is curriculum. More specialized orientations would help in this area.

Mention was also made of a planned relocation of AV Distribution services and individual study carrels at Bergen Community. This would further consolidate AV hardware and software and improve periodicals and reserve book accessibility. Along with Bergen's further development a book security system and the use of on line computer terminals for print and non-print materials will be incorporated.

CCAIT Conference
Seminar Report

November 9, 1973

NAME OF SEMINAR: Performance Objectives

DISCUSSION LEADER: Mr. Otto J. Blumenstein
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RECORDER: Janet McAuley, Student, Bergen Community College

MAJOR ISSUES DISCUSSED

1. Institutional goals
2. Curriculum objectives
3. Course objectives
4. Affective objectives:
   Affective objectives are easily written but difficult to measure

PROBLEMS AND PITFALLS

1. Small teaching loads are very expensive
2. Teachers must agree with the school's goals in order to be effective
3. Objectives for abstract sciences are difficult to form

OUTCOME OF DISCUSSION

Let the teachers know of the availability of media production, but not to make use mandatory.

RECOMMENDATION OF GROUP

1. Administration should not pressure teachers to individualize
2. Course objectives should contain:
   a. level of performance for the student upon completion of course
   b. how well he will do it
   c. under what circumstances

SUMMARY

Organize soft-sell workshops on a voluntary basis two or three times a year. In addition to that, pay some members of the faculty to work on media production in the summer.

CCAIT CONFERENCE
SEMINAR REPORT

November 9, 1973

NAME OF SEMINAR: Curriculum Engineering

DISCUSSION LEADER: Professor Miles MacMahon, Director of Natural and Applied Science, Essex County College, Newark, New Jersey

RECORDER: Robin Mather, Student, Bergen Community College

MAJOR ISSUES DISCUSSED

An effort to implement some systematic approaches to curriculum change is going on in many colleges. Two engineering methods were discussed as possible models: PERT (Program Evaluation and Review Technique) which was developed in conjunction with the Navy: and, The Critical Path Method, which diagrams the time sequence of each event in the implementation of a program.

Continuous feedback and evaluation of curriculum is needed, especially with respect to course objectives.

Resources were introduced throughout the seminar, particularly:

1. Building a Comprehensive Career Education System by Bruce Reinhart, Career Education Office, Ohio State University
2. Curriculum Guide For Office Education by Gregg/McGraw-Hill
3. Developing Vocational Instruction by Robert F. Mager and Kenneth M. Beach, Jr.
4. Fundamentals of the Critical Path Method For Planning and Scheduling by The Electrical Engineering Department, Public Service Electric and Gas Company

PROBLEMS AND PITFALLS

The major challenge mentioned was that the programs must be planned according to students' needs. Special programs are required for those students who need help in developing academic skills. The existing curriculum in any college offers a structure. We need to put in the human communications. We have to adapt the curriculum design and instructional format. The curriculum must be adaptable enough to meet all the relevant needs of students. How we go about doing this constituted the major portion of discussion.

When there is an open-door policy, the performance range of students will be from 0 - 100. How do we deal with this on an on-going basis? Should we go into the "competency based instruction" down the line, or should we stay with the semester idea?

One thing that we seldom consider is the individual student and his cognitive style (the way in which the student can best learn). Some can learn better reading and some can learn better orally. Do we test to find

out which program is best? On-going research into cognitive style can give insight useful to curriculum developers.

OUTCOME OF DISCUSSION

There was a great interest in the group about remediation and the raw concept of curriculum planning, constructing, and re-evaluation.

RECOMMENDATIONS OF GROUP

Communication has to take place at every point in program planning.

In planning programs, institutions should have a program auditor, someone independent of the academic and business affairs of the school, who can do a study of the program and prepare an objective report.

Some very meaningful education going on in colleges takes place in the cafeteria. We should design such learnings into our curriculum and consider the objectives and behavior that we are hoping to encourage.

Instructors should consult various resources, especially the American Association of Junior Community Colleges Publication List.

We must identify the need for skills and those students who are proficient in this skill. Tests should be identified to allow us to do this. Out of these tests will come recommendations and requirements for students to go through alternative processes before they go through the main stream.

Open-door policy should be faced at the design stage of the curriculum. If we can come to grips with that before it becomes a personality problem or personnel problem, then we can eliminate conflicts.

SUMMARY

Curriculum and program planning are constantly being re-evaluated, and systemization is needed. It is necessary to have a knowledge of useful resources and how they are tapped. An identification of critical events and proper channels can help speed up the process that makes it possible for change to occur.

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